

**Texas Education Agency
Standard Application System (SAS)**

2015–2020 Texas Title I Priority Schools, Cycle 4

Program authority:	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003 (g)	FOR TEA USE ONLY Write NOGA ID here: <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> Received Texas Education Agency 2015 AUG 19 PM 2: 21 Document Control Center Grants Administration </div>
Grant period:	January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015.	
Application deadline:	5:00 p.m. Central Time, August 20, 2015	
Submittal information:	Six complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494 </div>	
Contact information:	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Eagle Pass Independent School District	159-901	115	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
74-6000701	20	23	87311411
Mailing address		City	State ZIP Code
1420 Eidson Road		Eagle Pass	TX 78852-

Primary Contact

First name	M.I.	Last name	Title
Norma	R.	Serna	School Improvement Director
Telephone #	Email address		FAX #
830-773-5181 ext 1022	nserna@eaglepassisd.net		830 773-7612

Secondary Contact

First name	M.I.	Last name	Title
Samuel		Mijares	Deputy Superintendent for C&I
Telephone #	Email address		FAX #
830 773 5181 ext 1010	samijares@eaglepassisd.net		830 773 7612

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Gilberto	M.I. Last name Gonzalez	Title Superintendent
Telephone # 830 773 5181 ext 1001	Email address ggonzalez@eaglepassisd.net	FAX # 830 773 7252
Signature (blue ink preferred)	Date signed	

 08/13/15

Only the legally responsible party may sign this application.

701-15-107-007

Schedule #1—General Information (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100) – SEE NOTE	See Important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200) – SEE NOTE		<input type="checkbox"/>
9	Supplies and Materials (6300) – SEE NOTE		<input type="checkbox"/>
10	Other Operating Costs (6400) – SEE NOTE		<input type="checkbox"/>
11	Capital Outlay (6600/15XX) – SEE NOTE		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required and if it is either blank or missing from the application, the application will be disqualified.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ol style="list-style-type: none"> 1. Use its TTIPS Grant to fully and effectively implement an intervention package in each school that the LEA commits to serve, consistent with the final requirements. 2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable. 3. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it include these terms in its contract or provisions 4. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality. 5. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding. 6. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	<p>The LEA/campus provides assurance that if it selects to implement the transformation model, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> i. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and ii. Uses the definition of student growth as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

	<p>across classrooms.</p> <p>iii. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> <p>2. Deliver comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increase learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:</p> <ol style="list-style-type: none"> Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations. Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas. <p>(B) Provide ongoing flexibility for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
8.	<p>The LEA/campus provides assurance that if it selects to implement the Texas state-design model, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an Early College High School (ECHS). In doing so, the LEA/campus will implement the following:</p> <ol style="list-style-type: none"> Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017. Create an innovative high school that enables students to graduate with a high school diploma and an associate degree; or high school diploma and 60 college credit hours toward a baccalaureate degree. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

4. Develop and increase teacher and school leader effectiveness through use of the Texas Teacher Evaluation and Support System and Texas Principal Evaluation and Support System.
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081; and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/campus will have:
 - (A) Data to identify the population at risk of dropping out of school;
 - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
 - (C) Early College brochures in all languages relevant to the school community;
 - (D) Written communication plan for relevant target audiences: parents, community members, school board.

Adapted from Texas Early College High School Blueprint, Benchmark 1.

6. By the start of TTIPS full-implementation (Fall 2016), the LEA/campus will have key partnerships in place that will enable success as an Early College High School. These partnerships are marked by signed Memoranda of Understanding with current signature each year of implementation. Key partnerships include:
 - (A) Partnership between the school district and an institute of higher education (IHE) that:
 - i. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
 - ii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
 - iii. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
 - (B) Contract/partner with the Texas Early College High School Technical Assistance provider for access to training, coaching, and technical assistance through to earning designation. Once designated, will continue work with the technical assistance provider as is required as a condition of TEA designation.
 - (C) Contract/partner with a Texas Early College High School demonstration site. Demonstration sites are identified by TEA each year from 2015-2016 forward. Terms of the contract/partnership shall be designed for demonstration site/ model program for the TTIPS LEA/campus by TEA in early 2015-2016

Adapted from Texas Early College High School Blueprint, Benchmark 2.

7. By the start of TTIPS planning/pre-implementation year (January 1, 2016), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

Adapted from Texas Early College High School Blueprint, Benchmark 3.

8. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
 - (A) Beginning in TTIPS first year of full-implementation (Fall 2016), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

degree.

- (B) By TTIPS second year of full-implementation (Fall 2017), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credits toward a baccalaureate degree during grades 9-12.
- (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathway to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
- (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
- (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
- (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

Adapted from Texas Early College High School Blueprint, Benchmark 4.

By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students. **Adapted from Texas Early College High School Blueprint, Benchmark 5.**

9. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program at an autonomous high school; operating with:
 - (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
 - (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
 - (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
 - (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

Adapted from Texas Early College High School Blueprint, Benchmark 6.

The Texas concept for an Early College High School is fully described in the following resources:

- Texas Education Agency, Early College High School program
- Texas Education Code §29.908
- Texas Administrative Code §4.161
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: Commissioner's Rules Concerning Early College Education Program

The applicant provides assurances that the LEA/campus administering the state-design model will submit an Early College High School Readiness Assessment as a supplement to the TTIPS required Implementation Readiness Portfolio. Assessment forms will be provided by the TEA TTIPS program office.

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas Early College High School designation, no later than applications are available for schools that wish to be designated for the 2017-2018 school year.

9. The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model** in an elementary school, the campus will implement in accordance with the following federal requirements:

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

1. Offer full-day kindergarten.
2. Establish or expand a high-quality preschool program.
A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:
 - (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
 - (B) High-quality professional development for all staff;
 - (C) A child-to-instructional staff ratio of no more than 10 to 1;
 - (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
 - (E) A full-day program;
 - (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
 - (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
 - (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
 - (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
 - (J) Program evaluation to ensure continuous improvement;
 - (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
 - (L) Evidence-based health and safety standards.
3. The LEA has assessed the benefits of contracting with a community-based provider to provide the high-quality preschool programs for students enrolled in an elementary school implementing the model, either at the TTIPS campus or through an existing high-quality child care or Head Start program within the LEA or nearby community. The LEA is aware that the preschool is not required to be physically located in the eligible elementary school. However, students must be enrolled in the grantee school that is implementing the early learning model to receive preschool services funded through the grant program.
4. Provide educators, including preschool teachers, time for joint planning across grade levels.
5. Replace the principal who led the school prior to the commencement of the early learning model.
6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
 - (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
 - (B) Are designed and developed with teacher and principal involvement;
7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

9. Use data to identify and implement an instructional program that is:
 - (A) Research-based;
 - (B) Developmentally appropriate;
 - (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
 - (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.
10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
 - (A) Aligned with the school's comprehensive instructional program
 - (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.
12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).
13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.
14. Enroll in the Children's Learning Institute (CLI), [CLI Engage](#) platform, and utilize the [Texas School Ready!](#) child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

The LEA/campus provides assurance that if it selects to implement the **turnaround model**, the campus will meet all of the following federal requirements:

10.
 1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;
 2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
 - (A) Screen all existing staff and rehire no more than 50 percent; and
 - (B) Select new staff
 3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
 4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
 5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
 - (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
 - (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
 - (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform model**, the campus will meet all of the following federal requirements:

1. Implement an evidence-based whole-school reform in partnership with a model developer.
 - (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: <http://www2.ed.gov/programs/sif/sigevidencebased/index.html>
These approved models are supported by:
 - (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
 - (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome.
 - (C) A study which used a large sample and multi-site sampling.
3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
4. The whole-school model must implement the model for all students in the school.
5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:
 - (A) School leadership
 - (B) Teaching and learning in at least one full academic content area
 - (C) Non-academic supports for students
 - (D) Family and community engagement

The LEA/campus provides assurance that if it selects to implement the **restart model**, the campus will meet all of the following federal requirements:

1. Convert or close and reopen the school under a charter school operator, a charter management

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

	<p>organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</p> <p>2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school, by an assessment that schools currently operated by the CMO or EMO have produced strong results over that last three years, indicated by:</p> <ul style="list-style-type: none"> (A) significant improvement in academic achievement (B) success in closing achievement gaps either within a school or relative to other public schools (C) High school graduation rates (D) No significant compliance issues in the areas of civil rights, financial management and student safety. <p>3. Enroll, within the grades it serves, any former student who wishes to attend the school.</p> <p>If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.</p>
13.	<p>The LEA/campus provides assurance that if it selects to implement the <u>closure model</u>, the campus will meet all of the following federal requirements:</p> <p>1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</p> <p>A grant for school closure is a one-year grant without the possibility of continued funding.</p>
14.	<p>The LEA/campus provides assurance that is aware that Rural LEAs are eligible to propose a modification to an element of the transformation or turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification.</p> <p>Under federal regulations for this program, a Rural LEA applicant may propose to modify one element of the transformation or turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan. Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: http://www2.ed.gov/programs/reaprlisp/eligible14/index.html</p>
15.	<p>The LEA/campus provides assurance that if it selects to implement the <u>Whole-School Reform model</u>, the campus will meet all of the following federal requirements:</p> <p>1. Implement an evidence-based whole-school reform in partnership with a model developer.</p> <ul style="list-style-type: none"> (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school. <p>2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard; published here: http://www2.ed.gov/programs/sif/sigevidencebased/index.html These approved models are supported by:</p> <ul style="list-style-type: none"> (A) A study of efficacy that meets What Works Clearinghouse evidence standards. (B) A study that shows statistically significant favorable impact on a student academic achievement or attainment outcome. (C) A study which used a large sample and multi-site sampling. <p>3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The</p>

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

	<p>whole-school model must be designed to improve academic achievement or attainment.</p> <p>4. The whole-school model must implement the model for all students in the school.</p> <p>5. The whole-school model must address at a minimum and in a comprehensive and in a coordinated manner:</p> <ul style="list-style-type: none"> (A) School leadership (B) Teaching and learning in at least one full academic content area (C) Non-academic supports for students (D) Family and community engagement
16.	The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.
17.	The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. These negotiations may include additional clarifications and modifications to activities, budget and performance targets proposed, if it is determined by TEA that federal requirements will not be met though the proposed program.
18.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
19.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
20.	<p>The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework.</p> <p>If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.</p>
21.	<p>The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA.</p> <p>The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.</p>
22.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
23.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
24.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
25.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Project Overview

Sam Houston Elementary students live in poverty stricken Colonias with extremely limited resources and includes Tierra del Sol, Pueblo Nuevo, Chula Vista 1, and Chula Vista 2 and a Kickapoo Indian Village. Most families live in mobile homes, housing projects and/ or Section 8 housing units. Sam Houston Elementary has the second highest poverty level in the district, serving 518 students in grades 2 to 6. Four hundred and forty two (85.3%) of these students are economically disadvantaged, with two hundred and ninety two (56.4%) of which are English Language Learners. Many of these students are first generation and most come from single parent homes.

Sam Houston Elementary, a Focus school since 2013, with its new and energetic Principal and innovative staff, is poised and ready for change. Our proposed project will incorporate the Transformational Model of school improvement along with a Scale Up Model of our recent Technology Lending Program Grant which will begin serving 5th grade students in the fall of 2015. Our goals for this project include providing reforms and interventions that, based on evidence, will substantially raise student achievement, allow schools to meet annual goals and objectives, and produce model schools with replication possibilities. Combining the two projects will enable us to provide the equipment and software for all grade levels to produce a school wide blended-learning, personalized environment with a comprehensive instructional curriculum. At the heart of this project is to increase teacher and leader effectiveness by participating in and being evaluated on the use of strategies such as Project-Based Learning where students learn by doing and are introduced to real-world problem solving. Other professional learning opportunities will include strategic planning, embedded coaching, technology integration, and strategies for facilitating a blended-learning environment.

District Commitments

Vision and Focus for Reform - The vision of Eagle Pass ISD is to "create opportunities for tomorrow's leaders to succeed". Specific district objectives that are aligned with this project are: Provide curriculum that is rigorous, culturally diverse, student-centered, standardized, technologically infused, research-based, and data driven (Objective 5.1); Implement an extensive assessment and evaluation system that measures student achievement, teacher /principal effectiveness, and program success (Objective 5.2); Monitor instruction using the state and federal accountability systems and campus implementation process to ensure that all campuses meet or exceed all accountability standards (Objective 5.3); Implement and evaluate annually the integration of technology into the curriculum (Objective 8.2); and Provide and maintain appropriate technologies, including infrastructure, hardware, and software within available funding limits (Objective 8.4).

Urgent Need for Change - As the only Eagle Pass school designated as a "focus school" (based upon the most current state accountability data), Sam Houston Elementary School testing data reflects an obvious need for extending student learning time and increased academic intervention opportunities. Twenty-two out of thirty teachers at Sam Houston Elementary are relatively new and /or have less than ten years of experience. These teachers have had three principals in the past five years.

High Expectations - The district's five step needs assessment process will be implemented at the local school level and at the district level to ensure that the program is operating as designed. Data will be collected and analyzed. If problems arise, the root cause will be determined and decisions made as to what adjustments need to be made to ensure successful implementation of the project.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Operational Flexibilities – The district will modify practices or policies, if necessary, in order to implement the proposed interventions to fidelity. These may include but are not limited to: required educator professional learning activities, evaluations, and rewards/sanctions related to student achievement; extending learning times; increasing the ability to use data in decision making; the transition from a traditional to a blended-learning environment; and the lending and use of technological equipment outside the school day.

District and Campus Capacity

Organizational Structures - The district's five step needs assessment process will be implemented at the local school level to ensure that the program is operating as designed. Project committees will be in place at Sam Houston as well as at the district level. The site-based committees conduct continuous, on-going informal evaluations and review of the program and will meet formally with the district project director on a monthly basis. Walk-through data, survey data, usage reports and assessment data will be collected by site-based committee members and communicated to the district school improvement director who will share the information with the district committee. Due to the nature of the project, student and parent feedback, both formal and informal will play an important role in ensuring the project is meeting the identified project needs.

Existing Capacity and Resources - Sam Houston Elementary follows the state's Texas Essential Knowledge and Skills (TEKS) curriculum standards. All instructional materials used as a part of this project will be aligned with these standards. The digital intervention and support materials will provide academic remediation, re-teaching, and practice to ensure that every student masters the TEKS standards. Currently implemented digital programs such as Edusmart, STEMscopes, ThinkCentral, Brain Pop, Istation, and Easy Tech will be supplemented with adaptive digital and print programs/materials for all content areas along with an online eLibrary to ensure all students a broad range of instructional modalities. All classrooms at Sam Houston are "intelligent classrooms" equipped with interactive white boards and Internet access. Teachers have had extensive professional development related to integration of technology in the classroom.

Students participating in this project will follow all classroom, school, and district policies and procedures including those adapted to accommodate Statutory and TEA requirements of this grant. All use of district technological equipment is under the direction of the District Information Technology Services Policy and Procedure Manual, updated April 2014 and sanctioned by the Board of Trustees.

Communication Structures – Communication must exist from the Board of Trustees to the parents and community members of the local school. The School Improvement Director acts as a liaison between the TEA and the superintendent regarding all aspects of the project, from the initial development of the plan to each year's end reports. In order to keep all program participants informed, four times a year, the Director will chair the grant committee meetings to monitor the grant timeline and report the findings to the Superintendent, Board, District and Local school committees and stakeholders. Any policy issues that may arise during implementation will be addressed and changes will be disseminated to the appropriate personnel and stakeholders.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 159901 Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: January 1, 2016, to July 31, 2020, pending future federal allocations. Pre-award costs are permitted from October 1, 2015, to December 31, 2015. Fund code: 276

Budget Summary

Schedule #/Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Amount of Year 1 as Pre- award	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Year 5 Program Cost	Year 5 Admin Cost	Total Budgeted Cost across all Years
#7-Payroll Costs	6100	\$0	\$0	\$0	\$40000	\$0	\$50000	\$0	\$60000	\$0	\$80000	\$0	\$230000
#8-Professional and Contracted Services	6200	\$0	\$0	\$0	\$267464	\$0	\$135564	\$0	\$69264	\$0	\$69264	\$0	\$541556
#9-Supplies and Materials	6300	\$162500	\$0	\$0	\$5000	\$0	\$5000	\$0	\$2500	\$0	\$0	\$0	\$175000
#10-Other Operating Costs	6400	\$2500	\$0	\$0	\$5000	\$0	\$5000	\$0	\$5000	\$0	\$2500	\$0	\$20000
#11-Capital Outlay	6600/ 15XX	\$0	\$0	\$0	\$168386	\$0	\$37003	\$0	\$37003	\$0	\$27003	\$0	\$269395
Consolidate Administrative Funds													
Percentage% indirect costs (see note):		N/A	\$0	N/A	N/A	\$7644	N/A	\$7644	N/A	\$7644	N/A	\$7644	\$30576
Grand total of budgeted costs (add all entries in each column):		\$165000	\$0	\$0	\$485850	\$7644	\$232567	\$7644	\$173767	\$7644	\$178767	\$7644	\$1266527

Administrative Cost Calculation

Enter the total grant amount requested:	\$1266527
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$63326

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than \$2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from January 1, 2016, to July 31, 2016. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2016-2017, 2017-2018, and 2018-2019, are designed to be full implementation years.

Year 5; operating in school year 2019-2020, is designed to be a supported sustainability year. Costs budgeted for this period should be reasonable and necessary for the type of activity.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #7—Payroll Costs (6100)									
County-district number or vendor ID: 159901							Amendment # (for amendments only):		
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Amount of Year 1 to be used as Pre-Award	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Year 5 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional									
1 Teacher	0	0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2 Educational aide	0	0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
3 Tutor	0	0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Program Management and Administration									
4 Title	0	0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
5 Title	0	0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6 Title	0	0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Auxiliary									
7 Title	0	0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
8 Title	0	0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
9 Title	0	0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Employee Positions									
10 Title	0	0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
11 Title	0	0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
12 Title	0	0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
13	Subtotal employee costs:		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Substitute, Extra-Duty Pay, Benefits Costs									
14 6112 Substitute pay			\$0	\$0	\$0	\$0	\$0	\$0	\$0
15 6119 Professional staff extra-duty pay			\$0	\$0	\$40000	\$50000	\$60000	\$80000	\$230000
16 6121 Support staff extra-duty pay			\$0	\$0	\$0	\$0	\$0	\$0	\$0
17 6140 Employee benefits			\$0	\$0	\$0	\$0	\$0	\$0	\$0
18 61XX Tuition remission (IHEs only)			\$0	\$0	\$0	\$0	\$0	\$0	\$0
19	Subtotal substitute, extra-duty, benefits costs		\$0	\$0	\$40000	\$50000	\$60000	\$80000	\$230000
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$0	\$0	\$40000	\$50000	\$60000	\$80000	\$230000

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the Amendment Submission Guidance and Allowable Cost and Budgeting Guidance sections of the Division of Grants Administration Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #8—Professional and Contracted Services (6200)										
County-district number or vendor ID: 159901		Amendment # (for amendments only):								
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.										
Professional and Contracted Services Requiring Specific Approval										
Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years		
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	\$0	\$0	\$0	\$0	\$0	\$0	\$0		
Professional Services, Contracted Services, or Subgrants										
#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted across all Years	
1	Internet Access: 260 T Mobile Air Cards @ 22.20 per month	<input checked="" type="checkbox"/>	\$0	\$0	\$69,264	\$69,264	\$69,264	\$69,264	\$277,056	
2	Staff Development: Blended Learning	<input type="checkbox"/>	\$0	\$0	\$145,000	\$14,500	\$0	\$0	\$159,500	
3	Staff Development: Project Based Learning (PBL)	<input type="checkbox"/>	\$0	\$0	\$51,800	\$51,800	\$0	\$0	\$103,600	
4	Staff Development: Transformational Leadership Institute	<input type="checkbox"/>	\$0	\$0	\$1400	\$0	\$0	\$0	\$1,400	
5		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	
6		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	
7		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	
8		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	
9		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	
10		<input type="checkbox"/>	\$	\$	\$	\$	\$	\$	\$	
b.	Subtotal of professional services, contracted services, or subgrants:		\$0	\$0	\$267,464	\$135,564	\$69,264	\$69,264	\$541,556	
a.	Subtotal of professional and contracted services requiring specific approval:		\$0	\$0	\$267,464	\$121,064	\$69,264	\$69,264	\$525,556	
b.	Subtotal of professional services, contracted services, or subgrants:		\$0	\$0	\$0	\$0	\$0	\$0	\$0	
c.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$0	\$0	\$0	\$14,500	\$0	\$0	\$15,900	
(Sum of lines a, b, and c) Grand total			\$0	\$0	\$267,464	\$135,564	\$69,264	\$69,264	\$541,556	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #9—Supplies and Materials (6300)												
County-District Number or Vendor ID: 159901						Amendment number (for amendments only):						
Expense Item Description												
Technology Hardware—Not Capitalized												
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years
6399	1	Chromebooks	Personal Technology Devices	450	\$350	\$157500	\$0	\$0	\$0	\$0	\$0	\$157500
	2				\$							
	3				\$							
	4				\$							
	5				\$							
6399	Technology software—Not capitalized					\$0	\$0	\$0	\$0	\$0	\$0	\$0
6399	Supplies and materials associated with advisory council or committee					\$5000	\$0	\$5000	\$5000	\$2500	\$0	\$17500
	Subtotal supplies and materials requiring specific approval:					\$157500	\$0	\$0	\$0	\$0	\$0	\$157500
	Remaining 6300—Supplies and materials that do not require specific approval:					\$5000	\$0	\$5000	\$5000	\$2500	\$0	\$17500
	Grand total:					\$162500	\$0	\$5000	\$5000	\$2500	\$0	\$175000

Schedule #10—Other Operating Costs (6400)									
County-District Number or Vendor ID: 159901		Amendment number (for amendments only):							
Expense Item Description		Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years	
6412	Travel for students (includes registration fees; does not include field trips): Specify approval required only for nonprofit organizations. Specify purpose:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6429	Actual losses that could have been covered by permissible insurance	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6490	Indemnification compensation for loss or damage	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6490	Advisory council/committee travel or other expenses	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose: Publication and Printing costs for Parent/Community involvement	\$2500	\$0	\$5000	\$5000	\$5000	\$2500	\$20000	\$20000
	Subtotal other operating costs requiring specific approval:	\$0	0	\$0	\$0	\$0	\$0	\$0	\$0
	Remaining 6400—Other operating costs that do not require specific approval:	\$2500	\$0	\$5000	\$5000	\$5000	\$2500	\$20000	\$20000
	Grand total:	\$2500	\$0	\$5000	\$5000	\$5000	\$2500	\$20000	\$20000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. For more information about field trips as well as a list of unallowable costs and costs that do not require specific approval, see the Budgeting Costs Guidance Handbook, in the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #11—Capital Outlay (6600/15XX)											Amendment number (for amendments only):			
County-District Number or Vendor ID: 159901														
15XX is only for use by charter schools sponsored by a nonprofit organization.														
#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 1 Pre-Award	Year 2	Year 3	Year 4	Year 5	Total Budgeted Across all Years				
6669/15XX—Library Books and Media (capitalized and controlled by library)														
1		N/A	N/A	\$0	\$0	\$40000	\$10000	\$10000	\$0	\$60000				
66XX/15XX—Technology hardware, capitalized														
2			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0				
3			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0				
4			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0				
5			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0				
6			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0				
7			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0				
8			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0				
66XX/15XX—Technology software, capitalized														
9	Digital Content Licenses		\$	\$0	\$0	\$83386	\$27003	\$27003	\$27003	\$164395				
10	Productivity Software		\$	\$0	\$0	\$45000	\$0	\$0	\$0	\$45000				
11			\$	\$0	\$0	\$0	\$0	\$0	\$0	\$0				
12			\$	\$0	\$0	\$0	\$0	\$0	\$0	\$0				
13			\$	\$0	\$0	\$0	\$0	\$0	\$0	\$0				
66XX/15XX—Equipment, furniture, or vehicles														
14			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0				
15			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0				
16			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0				
17			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0				
18			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0				
19			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0				
20			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0				
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life														
21				\$0	\$0	\$168386	\$37003	\$37003	\$27003	\$269395				
Grand total:				\$0	\$0	\$168386	\$37003	\$37003	\$27003	\$269395				

Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Part 1: Student Demographics- Data. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Enrollment	518		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic	515	99.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White	1	0.2%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged	442	85.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP)	292	56.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Special Education	23	4.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	162		PEIMS Student Disciplinary Report
Disciplinary placements in In-School Suspension	0		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	159		2014-2015 PEIMS report #425; code #C164
Disciplinary placements in DAEP	3		2014-2015 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2014-2015 PEIMS report #425; code #C164
Attendance rate		95.8%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2015 standard, mathematics (standard accountability indicator)	N/A	N/A	TEA 2015 Accountability Summary Report.
STAAR / EOC met 2015 standard, reading / ELA (standard accountability indicator)	370	67%	TEA 2015 Accountability Summary Report.
ACT and/or SAT- Class of 2014, percent students Tested		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2014, percent At/Above Criteria		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	N/A		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	N/A		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2013 enrolled in a Texas Institution of Higher Education (IHE)		N/A	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Part 2: Student Demographics- Comments

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Sam Houston Elementary is one of fifteen elementary schools in the district. The campus is located approximately four miles outside of town. This area began with two small-unincorporated communities that grew unregulated and as a result were developed without sewer lines, and in some cases running water. Now known as Colonias, it includes Tierra del Sol, Pueblo Nuevo, Chula Vista 1, and Chula Vista 2. There is also a Kickapoo Indian Village located in this area. Most of these families live in mobile homes, housing projects and/ or Section 8 housing units. A community center was built to provide services to these families, which include after school and GED classes, outreach to community services, health presentations, and a mobile dentist that provides screenings and dental work to these families.

This campus has the second highest poverty level in the district serving 518 students grades 2 to 6. According to our 2013-2014 TAPR report, Four hundred and forty two (85.3%) of these students are economically disadvantaged, with two-hundred and ninety two (56.4%) of which are English Language Learners. These numbers have increased according to our 2015 Accountability Summary, we now have 85.8% Economically Disadvantaged and 59.7% are English Language Learners. We have a mobility rate of 13.8%. Many of these students are first generation and most come from single parent homes.

These students live in poverty stricken Colonias with extremely limited resources. Simply put, with the exception of a Family Dollar store, these families must travel four miles into town to get to the nearest grocery store. For most of these families, technology and internet accessibility are considered a luxury.

All fifth grade students at this campus received a chromebook and internet accessibility through the Technology Lending Program Grant last year. These students held their issued devices as their most prized possession. Every single device was returned without a single scratch. The 5th graders actually held a transition workshop with the 4th grade class to provide training to them and get them ready for their fifth grade year using the chromebooks.

Discipline reports indicate an increased effort in support from new campus leadership to provide students with consistent guidance and consequences for infractions. Teacher referrals increased from 78 in 2013- 2014 to 162 in 2014 – 2015.

The campus' cumulative attendance rate increased from 95.8 in 2013 -2014, to 96.12 in the 2014 -2015 school year.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Part 3: Staff Demographics- Data

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	46.9		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	30.7	65.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	3	6.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	1	2.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	12.2	26.1%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	29.7	96.7%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	1	3.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	4	13%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	7.5	24.4%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	11	35.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	7.2	23.5%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	1	3.3%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	38,947		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	40,985		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	45,672		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	52,962		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with over 20 Years	55,521		2013-2014 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	12	26%	Human Resource Department
Staff with Bachelor's degree as highest level attained	27	57%	Human Resource Department
Staff with Master's degree as highest level attained	8	17%	Human Resource Department
Staff with Doctoral degree as highest level attained	0	0%	Human Resource Department

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Part 4: Staff Demographics- Comments

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Twenty-two out of thirty teachers at Sam Houston Elementary are relatively new and /or have less than ten years of experience. These teachers have had three principals in the past five years.

Due to building capacity, Sam Houston Elementary does not house first grade students. Students come to this campus as second graders. As a result, teachers receive these students at the gate regardless of reading or developmental levels.

Ms. Riojas was hired on July 21, 2014 as principal. Her last position was at a local high school as an instructional officer. This high school has demonstrated continuous success by receiving six of six possible distinctions for the 2013-2014 school year, and six of six possible distinctions for the 2014-2015 school year. Ms. Riojas' goal is to increase student achievement by building capacity and changing school culture by expanding teacher efficacy through leadership actions and create the same processes and procedures established at the High School at Sam Houston Elementary.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Part 5: Students to Be Served with Grant Funds. Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
			87	93	106	102	131							519

Part 6: Teachers to Be Served with Grant Funds. Enter the number of teachers in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
			5	5	6	4	6							26

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

Part 1: Process Description. Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision-making.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Eagle Pass has an active, established needs assessment process. Needs Assessment is not a one-time annual event, but rather an on-going continuous process, providing district and campus personnel with the information and insight necessary for evidence-based decision-making.

The district's needs assessment process utilizes a five step process:

- | | |
|---|-----------------------------|
| 1 | Establish purpose and team; |
| 2 | Gather data; |
| 3 | Analyze data; |
| 4 | Analyze root cause; and |
| 5 | Prioritize needs. |

These processes and procedures are followed consistently to ensure the development of goals and objectives for each school year, to monitor progress throughout each school year, to ensure the involvement of all stakeholders, and to use the resulting information to guide special projects and initiatives.

The **purpose** of the needs assessment for the development of the TTIPS C4 Project was to understand all components of the grant and to align our project to the shared vision and mission for the district/campus by choosing the model and interventions that would enable us to reach our goals. The decision concerning which campus to serve was determined by the grant requirement of serving a Focus school in our district. Sam Houston Elementary is classified as a Focus School for 2015-2016 and serves grades 2-6.

Gathering data ensures that all data essential for the completion of a thorough profile of the district/campus has been retrieved. Data used included state and local testing results, student demographic data, STaR Chart reports, formal/informal classroom observations, staff evaluation reports, and the district/school School Improvement Plans.

Data analysis allows the team to gain insight into what the data are saying about the work at the district/campus. To determine the focus of TTIPS, three specific data areas were analyzed. The team examined state testing scores by grade level, subgroup, and subject area; student demographic data related to subgroup; and Accountability results. The 2013-2014 Texas Academic Performance Report data shows 85.3% of the student population of Sam Houston is Economically Disadvantaged, and 56.4% are English Language Learners (ELL). These numbers have increased according to our 2015 Accountability Summary. We now serve 85.8% Economically Disadvantaged students of which 59.7% are English Language Learners. Our mobility rate is at 13.8%. The school has been classified as a Focus School based on accountability data. Student assessment data indicated large numbers of students are in need of accelerated interventions; this need is particularly severe in relation to ELL students.

Root cause analysis helps to identify why a problem has occurred. Our Root Cause analysis revealed that students lack the academic vocabulary needed to encode their reading, thereby affecting all content areas. Administrators, teachers, and staff need extensive professional learning in the use of effective strategies for engaging, personalized instruction and the use of data to drive all instructional decisions. In addition, limited access to computers and internet at home is a barrier to student access of the digital learning opportunities provided by the district to support learning outside of the school day.

The resulting needs were **prioritized** by the team in order to plan interventions that would address all requirements of the TTIPS model along with the activities included in the scale up of the Technology Lending Program.

The **TTIPS Needs Assessment Team** consists of district personnel (DCSI, Curriculum Directors, Technology Director, Federal Programs Director) along with local school administrators (Principal, Instructional Officer, Counselor), campus staff, parents, and community members. This team will meet on a quarterly basis to review process of implementation and evidence of impact.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Part 2: Model Selection and Best-Fit. Indicate the intervention model selected by the district/campus for implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- ☒ Transformation
 ☐ with Rural LEA Flexibility modification
- ☐ Texas State-Design Model
- ☐ Early Learning Intervention Model
- ☐ Turnaround
 ☐ with Rural LEA Flexibility modification
- ☐ Whole-School Reform
- ☐ Restart
- ☐ Closure

Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Transformation Model was chosen for the TTIPS Project as the model that best meets our commitment of providing administrators and teachers that embrace diversity, challenges, and 21st century innovations that allow us to meet the unique needs of all of our students. The District School Improvement Director will provide intensive technical support.

New Administration – The Principal at Sam Houston Elementary was newly hired at the beginning of the 2014-15 school year. The principal – Amalia Riojas was chosen for her previous experience working as instructional officer in charge of curriculum and instruction in our district. Her record of leading reform was exemplary while in that position. This experience along with her enthusiasm for driving improvement at Sam Houston makes her a valuable resource for not only the implementation of the project but for the future sustainability of successful interventions.

Developing Teacher and Leader Effectiveness – We believe that teachers and leaders are essential to student achievement. In-depth training, mentoring, and coaching opportunities are necessary to bring about the kind of changes needed to motivate and engage students. Training must be provided in the use of 21st century tools and research-based strategies, which are vertically aligned in order to meet each student individually and guide them at a pace appropriate for them. TTIPS will allow the professional learning needed for a true schoolwide one-to-one blended learning environment. The use of the new evaluation system, (Texas Principal Evaluation System & Texas Teacher Evaluation and Support System) will begin implementation in 2016 – 2017).

Providing Tools – TTIPS will allow us to provide digital curriculum materials that are adaptive and allow students to receive the instruction they need in any content area in a way most suited to where they are in the learning process. These tools will also allow for constant, real-time monitoring of the student's progress for the teacher, student, and parent. Real-time feedback will allow teachers to be facilitators of a learning process that is individualized for each student. Frequent progress monitoring allows for efficient data-driven decision-making.

Extended Learning - TTIPS will also allow the lending of technology devices and internet access hot spots for all students in all grades. This initiative will scale up our current technology lending program that serves only 5th grade students and allow the 24/7 access to learning materials and programs.

Family and Community – TTIPS will allow for the development of effective on-going mechanisms for family and community engagement which are critical to student achievement.

Flexibility – Operational flexibility and sustained support will be provided to the campus to implement fully a comprehensive approach to substantially improve student achievement.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Part 4: Model Selection-Stakeholder Input. Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As a District, every effort has been established to ensure true collaboration of teams to include all stakeholders. As an example, the district has established a District Leadership Team (led by the District School Improvement Director) that implements the Texas Accountability Intervention System process. All Directors, principals, and recommended team members, including parents and community stakeholders, meet to conduct a needs assessment, data analysis, and create a district improvement plan that meets the unique needs of our findings. Once our plan is completed, it is presented to the board of trustees for approval, and then presented at a principals meeting. Instructional officers are trained on the required interventions and meet monthly to review data and plan on possible derailments. Quarterly reports are presented to principals with a dialogue session to document concerns or recommendations. A Team of Directors visit every campus to monitor evidence of implementation and evidence of impact of all required activities. A debrief is conducted with every principal with recommendations on findings. The District Leadership Team has an established schedule to meet throughout the year to review all data gathering and monitoring of project.

Ms. Riojas, Principal at Sam Houston Elementary is part of the District Leadership Team. Her role is to mirror this same process at her campus with the support of the District School Improvement Director.

Implementing the Texas Lending Grant required the involvement of all stakeholders. This same team was selected to review and provide input on the selection of this model.

Our plan is to develop effective on-going mechanisms for meaningful family and community engagement in the implementation of our Transformation Model which are critical to student achievement.

A timeline will be developed to include quarterly meetings to provide stakeholders transparent information regarding the implementation and transformation of their school.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Part 1: Staff Role and Qualifications. List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Lead the grant development and planning process. Insures all grant activities are administered in accordance with applicable statutes, regulations, program plans, requirements and timelines; meets all local/State imposed reporting and evaluation deadlines.	Strong leadership qualities with an emphasis on serving at-risk students. A minimum of 10 years experience in K-12 education with a minimum of three years in administration. M.Ed. in School Leadership preferred.
2.	English Language Arts/Reading Director	Supports all staff development at the campus. Active Campus Leadership Team member.	Strong leadership qualities with an emphasis on serving at-risk students. A minimum of 10 years experience in K-12 education with a minimum of three years in administration. M.Ed. in School Leadership preferred.
3.	Mathematics Director	Supports all staff development at the campus. Active Campus Leadership Team member.	Strong leadership qualities with an emphasis on serving at-risk students. A minimum of 10 years experience in K-12 education with a minimum of three years in administration. M.Ed. in School Leadership preferred.
4.	Technology Director	Instructional Support for technology, blended learning. Help teachers integrate technology into their projects and build technological capacity amongst campus staff. Active Campus Leadership Team member.	Strong leadership qualities with an emphasis on serving at-risk students. A minimum of 10 years experience in K-12 education with a minimum of three years in administration. M.Ed. in School Leadership preferred.
5.	Federal Programs Director	Assists in oversight of grant program. Active Campus Leadership Team member.	Strong leadership qualities with an emphasis on serving at-risk students. A minimum of 10 years experience in K-12 education with a minimum of three years in administration. M.Ed. in School Leadership preferred.
6.	Principal	Campus Instructional Leader Campus Leadership Team Leader.	Strong leadership qualities with an emphasis on serving at-risk students. A minimum of 5 years experience in education with a minimum of three years in administration. M.Ed. in School Leadership preferred.
7.	Instructional Officer	Assist Campus Instructional Leader Active Campus Leadership Team Member	Strong leadership qualities with an emphasis on serving at-risk students. A minimum of 5 years experience in education with a minimum of three years in administration. M.Ed. in School Leadership preferred.
8.			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Part 2: External Provider Role and Qualifications. List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do not include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	McGraw Hill Education	Provide ongoing systematic professional learning through multiple interactive professional learning experiences to learn the digital teaching platform, deepen their content knowledge, integrate technology, and utilize a blended approach to support a rigorous learning environment for students. Through workshops and classroom teaching with observation, teachers develop strategies for individualizing instruction, building collaborative learning skills, monitoring student progress in real time, and establishing reflective teaching practices.	Proven history of success with other campuses in Texas Standards aligned design and best practices in assessment and individual standards mastery
2.	Engage!	This Project Based Learning Model addresses key components of research on effective curriculum, instruction, and assessment. Provide proven professional development that address school needs, help unlock student potential, and meet state and district goals.	Proven history of success with other campuses in Texas Standards aligned design and best practices in assessment and individual standards mastery
3.	Follett Library	Will update our library to an acceptable standard and provide ebooks to students to utilize with their issued out chromebooks.	Proven history of success with other campuses in Texas Standards aligned design and best practices in assessment and individual standards mastery
4.	Productivity Software	Includes word processing and presentation software that gives students options for creating instructional products for project-based learning and creative tasks.	Proven history of success with other campuses in Texas Standards aligned design and best practices in assessment and individual standards mastery
5.			
6.			
7.			
8.			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Part 3: Commitment and Succession. Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Commitment and Succession Management Strategies

The key to the successful succession of any project is to include key personnel and stakeholders at the District and school level from the very inception of the project. Open communication with all groups will enable them to feel a part of the project and to have a part in the ongoing process. Positions on committees should be filled at all times even when members leave due to a change in location or employee status. An on-going process of adding and replacing project committee members ensures the longevity of the project and helps maintain continuity of the decision-making process.

Effective Management

Members of Sam Houston's Site-Based Decision Making Committee, which includes representatives from local school instructional personnel and community stakeholders, along with district support personnel will carry out the management needs of this project from its conception to its day to day and year to year monitoring and improvement. District support will include but not be limited to: TTIPS Project Manager, School Improvement Director, Elementary Content Directors, District Technology Directors, and Financial Directors. District support committees will meet quarterly to monitor and adjust the effectiveness of the grant and ensure appropriate fiscal management. The district financial office will monitor grant expenditures; the Technology Department will offer staff development, technical support, as well as maintain equipment and software, and District Instructional Directors will monitor the progress of students.

Communication

Communication begins from the inception of the project and continues throughout the implementation and includes the Board of Trustees, District personnel, local School personnel and staff, and all stakeholders, parents, and community members. Once the grant is awarded, the project manager will inform district stakeholders of the project activities, roles and responsibilities of all participants listed in the grant, establish communication methods, and distribute the grant timeline. In order to keep all program participants informed, four times a year, the project manager will chair the grant committee meetings to monitor the grant timeline and report the findings. Each month, the project manager will report grant timeline progress, problems, and adjustments during one-on-one meetings with the Superintendent. Any policy issues that may arise during implementation will be addressed during these meetings.

Consistent Monitoring

Blended Learning Environments allow for daily, weekly, monthly, and yearly monitoring of student progress in all areas of the curriculum. Monitoring checkpoints and benchmarks will be established for all content areas to track student progress toward meeting Texas State Assessment standards at each grade level. To ensure continuous improvement, walkthrough data, student and teacher surveys, and student progress monitoring data will be used for quarterly project analysis. Corrective action will be taken as needed and documented on the timeline. Technology personnel will provide the specialized expertise to enable local school personnel to facilitate the grant implementation.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Part 4: Sustainability. What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide continued funding and support to sustain the reform after the grant period ends?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Eagle Pass ISD prides itself on the effective implementation of a systematic, collaborative approach to monitoring evidence of student achievement and instructional impacts of all ongoing projects. The sustainability of this project may potentially include personnel, equipment, professional learning, and materials and supplies costs. To understand the ability to sustain a project of this size and scope, actual costs will need to be projected along with the determination of components of the project that may be cost neutral.

Sustaining Technology - All technological equipment purchases will be coordinated with the district IT personnel to ensure compatibility and compliance with district policies. By coordinating purchases, maintenance and support will be scheduled along with other school and district owned equipment. It will be imperative to replace and add equipment after the grant period in order to continue the use of engaging and interactive means of individualizing instruction for all students. State technology funding in coordination with local school and federal funds, donations, and other grant sources will be used to continue our goal of a 1:1 blended learning environment.

Professional Learning - Extending the professional learning knowledge gained from the use of grant funding will be provided by local staff by building capacity among our instructional staff and utilizing a train-the-trainer approach whenever possible. All online professional learning resources purchased with grant funds will remain available for continuing and new staff. Training will be provided during common planning times, through mentors, and by scheduling observations with expert teachers within the building.

Maintaining New Programs/Licensing/Materials and Supplies – Licensing fees for literacy instructional programs, materials/supplies, including print materials, will be continued after the funding period. We are committed to acquiring the funding needed for licensing fees and materials after the grant-funding period ends based on evidence of student achievement and engagement. We will utilize a coordination of local, state, and federal funds.

Plan for Developing Community Partnerships – We will continue the involvement of stakeholders in our planning processes. The development of our Technology Lending Program and the TTIPS Project emphasized the importance of community partnerships and enlisting the help of those who are directly impacted by career ready students entering the local workforce. We plan to enlist community and local business leaders, as Partners In Education, to help develop future goals and objectives annually for our school and our students. We currently have community members and parents as part of our active PTA and will continue to enlist this resource to ensure we have support for our students and the expertise to help us reach our annual goals.

Expanding the Lessons Learned - Our goal is to build capacity among our staff that will ensure long-range setting of goals and objectives for the integration of literacy into all areas of the curriculum through the use of technology. New teachers will benefit from our mentoring program and the invaluable advice, instruction, and leadership from our experienced content area teachers. Our doors will be open for other schools to visit and observe our literacy-focused, technology rich, blended curriculum that reaches, engages, and motivates all students to read, write, and communicate.

Other Possible Funding Sources - Sustaining a one-to-one blended learning environment for all our students will continue to involve the coordination of funds including but not limited to: Title I, Title II, District/State PD Funds, State Instructional Funding, Other Grant Funds, Local School Funds, and State Technology Funds

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #15—Project Evaluation

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Part 1: Establishing Performance Measures. Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Several strategies will be used to develop challenging and attainable performance measures:

- **Baseline development.** To develop a standards baseline, existing performance scores on standardized tests will be evaluated to determine current student performance levels at the level of TEKS acquisition and explore commonalities among student groups. Teachers and school leaders will help determine the most appropriate standards at each grade level to address initially. By tiering the approach for interventions, an effective performance baseline can be created to implement interventions for the most urgent student learning needs.
- **Pilot evaluation.** Several schools with similar demographics are available to benchmark pilot evaluation results, and those will be used to help develop performance measures that have been successful in other schools and districts. With that information, our district can begin a pilot evaluation that will also generate performance measure data based on our student performance.

Performance goals development. With an effective baseline and pilot evaluation, our school can effectively develop performance goals that meet our student learning needs with adequate support for ongoing learning development and sustainable results. This proposal includes a number of interventions that will support student learning through multiple modalities, so our performance goals will be determined once new resources are in place and student achievement is being measured more effectively.

Part 2: Data Collection. Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- **Participation rates.** Data from student and teacher participation using the grant-related technology will be carefully monitored and evaluated. This data should indicate areas where the program can be implemented more effectively, or where teachers may need more training to adequately prepare and support student learning.
- **Standardized assessment results.** State-level assessment results will be used to determine end-of-year performance improvements in both literacy and mathematics. Additionally, interim results and standards-based assessments throughout the school year will be considered in the data assessments.
- **Teacher training hours.** Teacher participation in professional development tasks will be monitored and reported regularly to maximize the grant investment and the value of the technology implemented at the school.
- **Attendance rates.** While academic improvement is the basis of the grant, we will also monitor student attendance rates to explore changes in student time in school to see if there are ways to increase attendance for our elementary students along with academic improvements.

Student performance improvements. Throughout the program, student performance within standards-based academic tools will be reported regularly to stakeholders. This data will inform teachers, school leaders, and parents of academic classroom needs, while stakeholders can review the summary data in support of program improvements. Parents will also receive regular progress reports for their students to evaluate student progress and encourage instructional performance at home.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Part 3: Assessing effectiveness of interventions. Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

Project committees will be in place at the school site as well as at the district level. The site-based committee will conduct continuous, on-going informal evaluations and review of the program and will meet formally with the district project director on a monthly basis. The district committee will meet on a quarterly basis. Walk-through data, survey data, usage reports and assessment data will be collected by site-based committee members and communicated to the district program director who will share the information with the district committee.

Evaluation Method/Process	Associated Indicators of Success	Persons Responsible
Classroom Walkthroughs/Conducted biWeekly	Students will be actively using notebook computers in a classroom setting.	School administrators
	Lesson plans will reflect project based learning activities.	
	Class schedules will reflect implementation of intervention activities.	
Program Usage Reports/Monitored Monthly	100% of students will use project's digital programs on a daily basis when in attendance	Classroom Teacher School administrators
	80% of students will use digital programs 25 hours/month outside of school.	
	100% of students identified as needing intervention will use the project's digital program on a weekly basis	
Formative Assessments in Reading and Math/Generated Weekly	80% of all students will score 75% or higher	Classroom Teacher
	80% of all ELL students will score 75% or higher	
	80% of all ED students will score 75% or higher	
Summative Assessments in Reading and Math/Common Assessments and State tests conducted on an annual basis	80% of all students will show improvement over previous grade EOY test	Classroom Teacher School/District/State testing personnel
	80% of ELL students will show improvement over previous grade EOY test	
	80% of all ED students will show improvement over previous grade EOY test	
Student/Teacher/Parent Satisfaction Survey/Conducted Quarterly	80% of students survey responses will be satisfied or highly satisfied	Site project committee
	80% of teacher survey responses will be satisfied or highly satisfied	
	80% of parent survey responses will be satisfied or highly satisfied	

The district's five step needs assessment process will be implemented at the local school level and at the district level to ensure that the program is operating as designed. Data will be collected and analyzed. If problems arise, the root cause will be determined and decisions made as to what adjustments need to be made to ensure successful implementation of the project.

Due to the nature of the project, student and parent feedback, both formal and informal will play an important role in ensuring that the project is meeting the identified needs. While a formal evaluation process has been designed, committee members at the local school and district level will be alert to any informal indication of a problem with program implementation and take steps to address these issues immediately.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Statutory Requirement 1: Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- Our district maintains several processes to identify the most appropriate providers for our teaching and learning needs through standardized RFP (Request for Proposal) activities. Depending on the instructional requirements for our projects, a multi-disciplinary task force evaluations providers to establish a reasonably-sized pool of external providers who meet the appropriate content, interoperability, technology, and cost requirements.
- In our RFP process, the history of the external provider is considered to help establish the vendors with the best history of successful implementations. This helps us determine the appropriate level of experience with districts meeting our unique characteristics and teaching and learning needs.
- Potential external providers are required to demonstrate success in districts similar to ours, as well as provide references that will support our decision-making process.
- To conduct our risk assessment for each of our vendors, our district requires financial disclosures and contracting agreements that help our district assess risks and appropriate mitigation strategies should the implementation be delayed or incomplete.
- To determine the best fit for specific vendors, all resources are evaluated by our curriculum leaders and pilot tests are conducted in classrooms throughout the district. The evaluation process is concluded by a comprehensive set of success indicators that must be met prior to adoption, including appropriate content, grade-level resources, supplementary materials, staff development, and instructional resources.
- Final selection and procurement processes involve our financial division and our curriculum division, with purchasing oversight provided by internal and external auditing groups to ensure appropriate purchasing practices.
- As a global pioneer in educational content, assessment, and innovation and as one of the world's largest educational companies with products and services in more than 60 languages and 44 countries, McGraw Hill Education (MHE) is both a trusted and an iconic brand that students and professionals depend on to meet the demanding educational needs of a rapidly changing world. In the last decade, the pace of change in the educational marketplace has moved faster than ever and McGraw Hill has changed with it.
- As a partner, McGraw Hill Education provides the district's students and teachers with not only powerful educational technology tools, but also the skills and curriculum resources to improve both teaching and learning. We utilize technology to increase access to knowledge and to make the learning experience more personalized and engaging.
- Engage learning Model (Project Based Learning) is founded on a standards-aligned design process for rigorous, relevant, and engaging learning experience for students. The research on Project Based Learning is extensive and undisputed. Long-term student achievement is enhanced in a PBL platform. Engagement, attendance, discipline, and College and Carrera Readiness skills acquisition are positively impacted as well.

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Statutory Requirement 2: External Provider Oversight. Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- Eagle Pass ISD has significant experience in managing external vendors for our instructional and business products. Our district has developed consistent, effective, and efficient practices related to vendor management, with project management, financial management, and physical assets management included to ensure high-quality external provider expectations and deliverables. The following examples are some of the processes that we will put in place to ensure appropriate external provider project management by district and local school personnel:
 - Eagle Pass ISD will work closely with our selected vendors by developing a shared accountability schedule and regular status updates delivered to all key stakeholders at regular intervals. Both campus and district personnel will be responsible for oversight and provider management.
 - With the project initiation, there will be several short-term milestones established to ensure an effective project start. Following the kickoff, careful monitoring of project progress will be reported by both district and provider personnel to key stakeholders, including district and campus personnel.
 - Project success indicators, including professional development, product purchasing and distribution, and technology implementation, will be managed by appropriate district personnel with expertise in those areas.
 - An escalation process will be developed to involve leadership team members in both the district and the vendor if there are issues or concerns that must be resolved.
 - Contractual agreements will define the terms for removing/replacing a low-performing provider.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Statutory Requirement 3: Pre-Implementation Year. List and describe primary activities planned for the Planning/Pre-Implementation period in the grant to occur from January 1, 2016-July 31, 2016. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.	Review, revise, and update Technology Lending Program handbook
2.	Update Student Responsible Use policy
3.	Advertise program to the community
4.	Provide grant overview to all stakeholders
5.	Get quotes for Chromebooks and Internet access
6.	Acquire Board Approval for purchases
7.	Complete contracts for staff development
8.	Acquire Board Approval for Staff Development
9.	Image computers with District image
10.	Hold orientation for families
11.	Collect agreements, inventories, and check out equipment
12.	Create timeline for staff development
13.	Create timeline for Campus Leadership Team Meetings
14.	Create timeline for family/community engagement activities
15.	
16.	
17.	
18.	
19.	
20.	

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Statutory Requirement 4: Coordinated and Integrated Efforts. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- Eagle Pass ISD prides itself in effectively implementing a systematic collaborative approach to monitor evidence of implementation and evidence of impact of all ongoing projects. A District Leadership Team and Campus Leadership Teams have been established exclusively for this purpose. As a District, every effort has been established to ensure true collaboration of teams to include all stakeholders.
- As an example, the district has an establish District Leadership Team that is implementing the Texas Accountability Intervention System process. All Directors, principals, and recommended team members met to conduct a needs assessment, data analysis, and create a district improvement plan that would meet the exclusive needs of our finding. Once our plan was completed, it was presented to the board of trustees for approval, and then presented at a principals meeting. Instructional officers were trained on the required interventions and have met monthly to review data and plan on possible derailments. Quarterly reports are presented to principals with a dialogue session to document concerns or recommendations. A Team of Directors then visited every campus to monitor evidence of implementation and evidence of impact of all required activities. A debrief was conducted with every principal with recommendations on findings. The District Leadership Team has an established schedule to meet throughout the year to review all data gathering and monitoring of project.
- The district's five step needs assessment process will be implemented at the local school level and at the district level to ensure that the program is operating as designed. Data will be collected and analyzed. If problems arise, the root cause will be determined and decisions made as to what adjustments need to be made to ensure successful implementation of the project.
- One key reason for pursuing this grant is to continue to implement high-quality, high-impact instruction in every classroom for all of our students in this school. In addition to an existing fifth grade grant that provides 1:1 access for all of our fifth grade students, this project augments and expands our reach of previous grants to the entire school population.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Statutory Requirement 5: Principal Replacement

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 4 implementation, the principal's first year at the applicant organization must have begun at or during school year 2014-2015. The principal may not have been principal of the applicant organization prior to school year 2014-2015.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:

Amalia Riojas

Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:

July 17, 2014

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Statutory Requirement 6: Rural LEA Flexibility

Rural LEA Applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the ***option*** to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/ not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model selected for modification:	N/A
Description of the modification:	N/A
How intent of the original element remains/will be met:	N/A

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

<p>Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:</p>	<p>Data sources that will be used for student growth accounted for in the teacher and principal evaluation system include: Indices of State Accountability System TELPAS proficiency level growth Literacy measures- TPRI, DRA, Universal Screener, Diagnostic Assessment Math measures- Universal Screener, Diagnostic Assessment Campus and District -Wide common assessments</p> <p>Student growth will be measured by how much a student progresses academically during a given period of time. Taken into consideration will be a student's entering achievement when measuring how much the student grew over the year.</p> <p>Expected growth will be one year of growth or more.</p>
<p>Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:</p>	<p>Principal and Teacher evaluations will include three sections: Beginning of the year- Goal Setting Middle of the Year- Progress toward Goal Attainment End of the Year- Goal Attainment Each teacher will receive walkthrough feedback biweekly with documented face to face conferences as needed Principal will receive campus walkthrough feedback monthly with documented face to face conferences as needed</p>
<p>Describe how the evaluation system was developed with teacher and principal involvement:</p>	<p>This evaluation was developed by the State of Texas with Teacher and Principal involvement throughout the entire process.</p>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Statutory Requirement 8: Educator Reward and Removal

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN**, or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:	<p>An educator award system will be established to include:</p> <p>70% - 80% Student Achievement = \$1000. 80% - 90% Student Achievement = \$2000. 90%-100% Student Achievement = \$3000.</p>
Describe protocols/interventions to support teachers who are struggling to improve professional practice:	<p>Every effort will be made to support teachers who are struggling to improve professional practice. Deputy Superintendent for Curriculum and Instruction and the School Improvement Director met with principal and instructional officer to identify teachers of concern to begin immediately with support. Identified teachers will receive additional walkthroughs by District Curriculum Directors to provide prescriptive feedback and individualized support in their areas of deficiency.</p>
Describe the criteria established for educator removal:	<p>Recommendation to the Board of Trustees for proposed nonrenewal of an employee's term contract will be made as specified under DFBB (LOCAL):</p> <ul style="list-style-type: none"> • Deficiencies pointed out in observation reports, appraisals or evaluations, supplemental memoranda, or other communications. • Failure or inefficiency in the performance of duties. • Incompetency or inefficiency in the performance of duties.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND, or WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Statutory Requirement 10: Developing an Early College school-wide strategy

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:

N/A

Propose an Exemplar Early College High School partner campus in place to serve as the demonstration site/model school. Explain why this school is an good partner for your development:

N/A

Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:

N/A

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Statutory Requirement 11: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2016-2017 to sixty (60) by the start of 2017-2018 school year:

N/A

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Statutory Requirement 12: Developing an Early College school-wide strategy (continued)

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas state-design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2016, to support student success in college-level coursework and continued post-secondary education pursuits:

N/A

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Statutory Requirement 13: High-quality preschool programming

An applicant proposing the **EARLY LEARNING INTERVENTION** model must deliver a preschool program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

<p>Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.</p> <p>Indicate if the campus will partner with community-based provider to deliver the preschool.</p>	N/A
<p>Describe how the preschool program proposed is: Research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:</p>	N/A
<p>Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:</p>	N/A

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Statutory Requirement 14: Screening and Selecting Staff

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of existing staff rehired for work in the turnaround model implementation:	N/A
Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:	N/A
Indicate the number of new staff hired for work in the turnaround model implementation:	N/A
Indicate the start date for the new turnaround implementation staff; including rehires and new hires:	N/A

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Statutory Requirement 15: New Governance Structure/Turnaround Office

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Statutory Requirement 16: Whole-School Reform Model Developer

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:

N/A

Describe the record of success the model developer has shown in implementing whole-school reform strategies:

N/A

Name and describe the study/studies examined that support the efficacy of the model selected.

Include information about the study's sample size and multi-site sampling.

Include key findings showing impact on student achievement.

Additionally, provide citations for the study publications:

N/A

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Statutory Requirement 17: Operations under a Charter School Operator, CMO or EMO.

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

Statutory Requirement 18: Enrollment in higher achieving schools

Applicants proposing a **CLOSURE** model must enroll students who attended the school a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 159901

Amendment # (for amendments only):

TEA Program Requirement 1: Interventions to meet Model Requirements and Timeline

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

List the most important areas in which the campus will achieve increased academic performance through an improved instructional program through this grant.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Academic Performance/Improve the Instructional Program**Planned Intervention****Period for Implementation**

- | | | |
|----|---|--|
| 1. | A comprehensive Teacher Quality program will be implemented to provide ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program to ensure effective teaching and learning and the capacity to successfully implement school reform strategies. A rigorous, transparent, and equitable evaluation system will be used and teachers with increased student achievement will be rewarded. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4
<input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5
<input checked="" type="checkbox"/> Year 3 |
| 2. | Effective Leadership - a vision represents clearly articulated statements of goals and expectations for the entire learning community. A vision becomes a guiding force when all educational decisions are based on its framework and goals. The principal will receive ongoing, high quality, job-embedded professional development. A rigorous, transparent, and equitable evaluation system will be used. Increased student achievement will be rewarded. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4
<input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5
<input checked="" type="checkbox"/> Year 3 |
| 3. | Data –Driven Instructional Decisions – Data will be used to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with the State academic standards; Continuous use of student data will be used to inform and differentiate instruction to meet the academic needs of individual students. Data will be utilized to determine and improve teacher quality, effective leadership, positive climate, and actively engaged family/parent/community partnerships. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4
<input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5
<input checked="" type="checkbox"/> Year 3 |
| 4. | Productive Community and Parent Involvement –The six major types of family and community involvement (parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community) to support students' education and healthy development will be implemented to provide equity and excellence for all students. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4
<input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5
<input checked="" type="checkbox"/> Year 3 |
| 5. | Efficient Use of Learning Time - a strategically applied three-pronged approach to increased learning time will be implemented which includes: increased learning time, increased enrichment activities, and increased teacher collaboration and professional development. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4
<input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5
<input checked="" type="checkbox"/> Year 3 |
| 6. | Maintaining a Positive School Climate - School climate will be evaluated by students, parents, and school personnel on safety, teaching and learning, interpersonal relationships, institutional environment, and staff only. A focus on developing the campus' climate, as a learning environment will be implemented. | <input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4
<input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5
<input checked="" type="checkbox"/> Year 3 |

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

TEA Program Requirement 2: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Increase Teacher Quality

Planned Intervention**Period for Implementation**

1.	Onsite PD: Job-embedded Coaching. An Instructional Coach will work onsite with teachers/administrators to support program fidelity throughout the year. The Instructional Coach models lessons, co teaches lessons, and conducts grade level and individual planning meetings. The IC also observes classrooms, provides critical feedback, and conducts individual conferences and analyses data. Onsite visits build internal capacity within the school and develop teacher independence to successfully sustain the program. All visits include accomplishments and recommendations for improvement.	<input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	Onsite PD: Digital Curriculum Implementation. Participants are immersed in the digital content as they review the Table of Contents options, units and lesson structure, pedagogy, inquiry methodologies, and student-centered learning. They plan and prepare for their first unit of instruction.	<input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	Onsite PD: Managing the Digital Classroom. Educators will be exposed to a variety of digital teaching strategies for managing technology enabled classrooms. They will learn the functionality of the Digital Teaching Platform while discussing and reflecting on effective classroom management strategies.	<input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	Onsite PD: Using Assessment Data to Drive Instruction. Participants will understand the different types of data used in Data Driven Decision Making; identify data sources; and identify and implement the process for making data driven decisions.	<input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.	Onsite PD: Project Based Learning. Participants will receive training on the design, learning protocols, facilitation tools and unpacking the standards (TEKS); instructional coaching and technical assistance will be provided.	<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
6.	Online and Digital PD: Access to the Professional Development Portal. To enhance the onsite training, Sam Houston Elementary teachers will also have access to an online portal 24x7. Portal capabilities include: <ul style="list-style-type: none"> Professional Learning Community Support: through the use of discussion forums, and video and document sharing. Self Paced and Moderated Course Delivery: courses can be created on the PD Portal or uploaded from outside. Course content can include text, video, chat, discussion forums, reflection activities, and embedded curated content. Tracking and Reporting: all activity on the PD Portal is tracked and progress reports are available to both teachers and administrators.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

TEA Program Requirement 3: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Increase Leadership Effectiveness

Planned Intervention**Period for Implementation**

1.	Onsite PD: Leadership training. Leadership Training brings the leaders together to create the <i>Purpose, Process, & Practice</i> of the curriculum implementation as it relates to leadership and supporting the effort with a common mission while establishing the expectations. We will work to develop a customized implementation guide for the district, and provide guidance on how the leaders can impact the effort. Ongoing, instructional coaches will meet with building leaders to report and reflect on the implementation.	<input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	Data-Driven Decision Making. With the implementation of new learning resources, school leadership will have more opportunities to positively impact teaching and learning through more targeted reporting at the student, small group, classroom, grade level, and entire school aggregations. Disaggregations using various demographics will also be possible, giving leaders new opportunities to make decisions based on real-time student performance data instead of standardized reporting cycles that may provide data too late to make instructional decisions.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	Strategic Staff Development. Leader effectiveness will be improved through staff development opportunities that reflects school needs and leadership-driven instructional initiatives. As the instructional heads of the school, school leaders will be able to affect positive school improvement by demonstrating and delivering strategic staff development as part of this initiative.	<input checked="" type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
5.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

TEA Program Requirement 4: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Increase Use of Quality Data to Inform Instruction

Planned Intervention

Period for Implementation

1.	Improved data quality and distribution. Student performance data in multiple core subjects will be augmented and improved through the deployment of instructional tools with built-in ongoing diagnostic assessments. Students, parents, teachers, and administrators will have access to appropriate data to support instruction.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	Texas Standards. The instructional resources selected for this project are aligned with the Texas standards. This helps teachers choose instructional approaches to meet student-learning needs and ensure mastery across the curriculum through effective data reporting and analysis.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	Prescriptive instruction. The instructional tools selected for this program all have data-driven prescriptive instruction that regularly assesses individual student performance and then develops learning pathways and guidelines based on student demonstrations of mastery. Once mastery is reached, student learning pathways change reflect new student learning goals to meet the next level of learning objectives.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	Varied assessment modality. Whether in paper or online, standards-based assessments are available throughout the proposed curriculum tools and designed to increase classroom rigor and data quality. Teachers have the ability to build assessments from libraries of questions keyed to specific standards, or can develop their own assessments for classroom use.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.	Ongoing monitoring and teacher support. In addition to assessments, student activity performance data is reported to teachers with recommendations for instructional steps for improving student performance and providing differentiated instruction. Instead of generic ideas for improvement teaching and learning, teacher instructional guides are designed for maximum classroom differentiation.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
6.	Data from multiple resources. Student projects, student behavior, assessment results and other teacher collected evidence will be tightly aligned to the Campus Improvement Plan and Critical Success Factors.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3

For TEA Use Only

Changes on this page have been confirmed with:

Via telephone/fax/email (circle as appropriate)

On this date:

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:***Increase Learning Time*****Planned Intervention****Period for Implementation**

1.	Flexible scheduling will provide increased learning time to maximize the number of sustained, engaging instructional minutes.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	Opportunities for extended support through blended learning and 24/7 online academic learning opportunities will be provided.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	Staff collaboration time through Professional Learning Communities and Common Plan time will be provided.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
5.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:

Increase Parent/Community Engagement

Planned Intervention**Period for Implementation**

1.	Parenting classes will be provided to all parents to support students' education, learning at home, and healthy development.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	A "Volunteer Drive" will be promoted throughout the year to attract parental involvement at school.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	Family and community members will be recruited to become active members of decision-making and collaborating efforts.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.	Parent and community engagement will be celebrated throughout the year.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
5.	Parent and community perception surveys will be utilized to receive critical feedback regarding their school.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
6.	Multiple forms of communication in English and Spanish will be used to inform families of important events.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 159901

Amendment # (for amendments only):

TEA Program Requirement 5: Interventions to meet Model Requirements and Timeline (cont.)

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.

List and briefly describe the interventions selected for implementation for this Critical Success Factor. Ensure that interventions selected fulfill all statutory requirements listed in the program assurances, and support Problem Statements and Root Causes identified through your needs assessment.

Additionally, indicate the period during the grant cycle in which the activities will be implemented.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Critical Success Factor:***Improve School Climate*****Planned Intervention****Period for Implementation**

1.	Student, staff, and parent/community perception data will be gathered to formally assess and address school climate.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
2.	A focus on the development of the campus' climate as a welcoming learning environment will be promoted.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
3.	Improved campus climate will be assessed through increased student and staff attendance, and reduced discipline referrals.	<input checked="" type="checkbox"/> Year 1 <input checked="" type="checkbox"/> Year 4 <input checked="" type="checkbox"/> Year 2 <input checked="" type="checkbox"/> Year 5 <input checked="" type="checkbox"/> Year 3
4.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
5.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
6.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3
7.		<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 4 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 5 <input type="checkbox"/> Year 3

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 159901

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: XXXXXX

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: